DOCUMENT RESUME

ED 350 025 JC 920 474

AUTHOR Yao, Min
TITLE Environmental Scanning Report, 1992.
INSTITUTION Vancouver Community Coll. (British Columbia). Office of Institutional Research.
PUB DATE 10 Aug 92
NOTE 33p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Environment; College Planning; College Role; Community Colleges; Curriculum Development; *Demography; Economic Change; *Economic Climate; *Educational Environment; Educational Needs; Enrollment; *Enrollment Trends; Foreign Countries; Immigrants; Labor Force Development; Labor Needs; Social Influences; Tables (Data); Two Year Colleges
IDENTIFIERS *Environmental Scanning; *Vancouver Community College BC

ABSTRACT

In response to the change in the provincial economy from natural-resource-based industries to service-oriented industries, Vancouver Community College (VCC) in British Columbia (BC) conducted an environmental scan of the social and economic trends in the college's service region that will most likely affect prospective students' educational and training needs. Results of the study are presented in this report, which provides data on the following topics: VCC's service area; population and employment trends in the service area; the impact of changing traffic flows on VCC enrollments; the effects of the decreasing 18-34 age group; the impact of other provincial community colleges, the BC Institute of Technology, and universities on VCC enrollment; the impact of social trends and proposed changes in BC's education system on VCC; the impact of the increasing number of immigrants in the region; and operating space needs. Highlighted findings include the following: (1) by the year 2016, the population of Vancouver city will reach 624,406, an increase of 31% over 1992; (2) the student enrollment at VCC is projected to increase by 1% annually for the next 15 years; (3) all postsecondary institutions in the Lower Mainland affect VCC's student intake; (4) the annual employment growth rate in BC will be about 1.8% in the next 9 years, with increases in service sector jobs such as technology and information services; (5) the population of BC is aging, women's participation in the work force is increasing, and there are greater numbers of single-parent families; and (6) approximately two-thirds (n=19,014 in 1991) of BC's new immigrants require English-language training. Detailed data tables are included. (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED350025

Vancouver Community College

1992 Environmental Scanning Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Yao

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Min Yao, *Ed.D.*

Office of Institutional Research
Vancouver Community College
1155 E. Broadway
Box 24700, Station F
Vancouver, B.C.
V5N 5V1 Canada

Tel. (604) 871-7154 FAX (604) 871-7200

E-mail: myao@sfu.ca

August 10, 1992

JC920474

2

BEST COPY AVAILABLE

Executive Summary

We are in a changing world. Globally, the pivot of the world economy is shifting from heavy industries to high technology. Locally, the momentum of B.C.'s economy is changing from natural-resources based industries to service-oriented industries. With the worst economic standstill since the 1930's, technology and information are playing an ever growing role in shaping the future of both local and global economy. To be competitive in a gloomy global marketplace, British Columbia needs a quality work force. VCC, the largest community college in the province, must share the responsibility of training and re-training the work force in B.C. to meet the demand of the changing economical environment. How well is VCC prepared for meeting the challenge? This report presents a review of some of the factors that will most likely affect prospective students' educational and training needs in the College's service region. Highlights of the reports are as follows:

Population in all areas of the Lower Mainland is increasing and will be increasing in the next 15 years. In the City of Vancouver alone, the population will have reached 624,406 (31% more than 1992) by the year of 2016. The College's enrolment is projected to rise accordingly at about 1% per year in the next 15 years. Given the projected enrolment rate, the College needs to make plans for accommodating the increasing enrolment with both physical space and human resources.

All other post-secondary educational institutions in the Lower Mainland may have some impact upon the volume of VCC's student intake. The College needs to examine the impact from these institutions and take appropriate measures to make VCC a more attractive institution of learning and training.

It is projected that the total number of jobs available in B.C. will be 579,257 in the year of 2001. The annual employment growth rate in B.C. will be about 1.8% in the next 9 years. However, the increase is not in all employment areas. Certain occupations are expected to have an expansion while a few others are projected to suffer a setback. The College should plan to make adjustments to the number of enrolments in the affected training programs.

A number of recent social trends in B.C. also need attention. The aging population, rising participation rate of women in labour force, and the increasing number of single-parent families will change the components of VCC's student population. The College needs to re-examine its programs and decide how the needs of the changing students can best be met.

The immigration flow into B.C. is steady. About two-thirds of new immigrants who come to the Lower Mainland need language training. The steady immigration flow into the Lower Mainland will maintain the demand for the services of the College's ESL and ESL/Vocational programs.

By studying the changing environment in the College's service region, the College can contribute more to the training and re-training of a quality labour force in B.C., and thereby help British Columbia stay competitive in the country and in the world.

Foreword

From time to time, the Ministry of Advanced Education, Training and Technology (MAETT) requests information from institutions in B.C.'s educational system for conducting an environmental scan to examine provincial and national-level trends in the economy, labour market, and demographic profiles. While the general information provided by MAETT is useful, its environmental scan leaves out regional specific information in individual colleges' service regions, which is often more useful and desirable to individual institutions for planning and decision making. To facilitate local planning and decision making, like most other colleges and institutes in the MAETT system, VCC conducts a regional environment scan after submitting its environmental scan data to MAETT.

The last VCC environmental scan was conducted in 1989. After its completion, the ***1989 VCC Environmental Scan Report*** was incorporated in the 1989 VCC fact book ***Seize the Day*** and internally distributed. The report proved to be useful as a reference at the time to both faculty and administration for planning and decision making in curriculum development and program designing.

The current report examines some of the social and economic trends in the College's service region that will most likely affect the educational and training needs of prospective students. As such, the emphasis of the report is on identifying potential influential factors rather than specifying the degree of impact of these factors upon the College. Focusing on regional trends, this report is intended as a supplement to MAETT's overall provincial environmental scan report, which is expected to be released soon.

Questions about this report and requests for reprint should be directed to the Institutional Research Services at 871-7155.

Min Yao
Coordinator, Institutional Research Services
August 10, 1992

Distributed to:

College Administrative Services
President
Bursar and Director of College Administrative Services
Director, College Resources and Organizational Development
Director, International Education and Contract Services

College Resources
Director, Instructional Media Services
Director, Library Services
Director, Public Relations

City Centre/KEC
Principal (KEC/City Centre)
Vice Principal (KEC/City Centre)

City Centre
Assistant Dean, Student Services
Chair, Hospitality/Tourism Division
Chair, Business Division
Chair, Health Science Division
Chair, Technical Division
Head, Counselling Department
City Centre Library

VMREU Representative
VVCFA Representative
LFA Representative
Student Associations

King Edward Campus (KEC)
Registrar's Office
Chair, Career Division
Chair, ABE Division
Chair, ESL Division
Head, Counselling Department
Counselling Resources Centre
KEC Library

Langara Campus
Principal's Office
Dean, Instruction
Dean, Administration & Student Services
Registrar's Office
Chair, Career Division (Alpha)
Chair, Career Division (Omega)
Chair, Humanities and Social Sciences Division
Chair, Mathematics and Science Division
Chair, English and Modern Languages Division
Head, Counselling Department
Langara Library

Continuing Education
Director, Continuing Education

Table of Contents

	Page
Executive Summary	i
Foreword	iii
Distribution List	iv
VCC Service Area	1
Population Considerations	2
Employment Considerations	5
Impact of Traffic Flows upon VCC Enrolments	7
Impact of the Decreasing 18-34 Age Group	7
Impact of Kwantlen College's Richmond Campus	8
Impact of Douglas College	11
Impact of Capilano College	11
Impact of BCIT	12
Impact of the Universities	12
Impact of Social Trends	13
Impact of Proposed Changes in B.C.'s Education System	14
Impact of Immigration Flows into B.C.	15
Operating Space	16
Concluding Remarks	17
References and Sources	18
APPENDIX I	
Program Service Areas	19
APPENDIX II	
Detailed VCC Operating Space	24

Environmental Scan - 1992
Vancouver Community College (VCC)

Vancouver Community College is the largest post-secondary institution in the College and Institute System of British Columbia. It operates on three main campuses (King Edward Campus, Langara Campus, and City Centre) plus over 30 instructional centres located within the City of Vancouver.

VCC Service Area

Vancouver Community College has a basic service region consisting of the City of Vancouver proper, University Endowment Lands, Burnaby, and Richmond for delivering education services. This basic service region overlaps those of Kwantlen College in Richmond, Douglas College in Burnaby, and Capilano College in North Vancouver. A review of student records in the last six years suggests that VCC not only provided educational services to its basic college region but also extended its services to the whole Province. Specifically, the student data accumulated at the Institutional Research Services in the last six years indicate that, on the average, 77 percent of the students (headcounts) were from the College's basic service region (i.e., Vancouver, Burnaby, and Richmond), 20 percent from the Lower Mainland (broadly termed as the Greater Vancouver Regional District), and about 3 percent from the rest of the Province. Further study of the data shows that the actual educational service area varies from campus to campus, with the City Centre in the lead for attracting 38 percent of its students from outside the College's basic service region, followed by the Continuing Education Division which took 25 percent of its student population respectively from outside the College's basic service area. Langara and KEC drew 20 percent and 11 percent respectively of their student population from outside the College's basic service region. Longitudinally, however, the volume of student intake of the College from within its basic service region has been increasing. The declining enrolment of students from outside the College's basic service region implies that some of the College's programs, which used to be

unique programs in the Province, are now being offered by other colleges. Thus, students are able to take these programs from their local colleges in their own area. However, the decreasing student intake volume from outside the College's basic service region does not lead to a decreasing enrolment at VCC, since there are long waiting lists of local applicants for most of the College's occupational and Arts and Science programs. The College has reached the point where instruction capacity cannot be increased without increasing physical instruction space.

The tables and charts on the next two pages show the 6-year trends of student intake in the actual service areas of the College and the breakdowns of student intake sources by the three main campuses and the Continuing Education Division. Detailed information on individual programs' service areas is attached in Appendix I at the end of the report.

Population Considerations

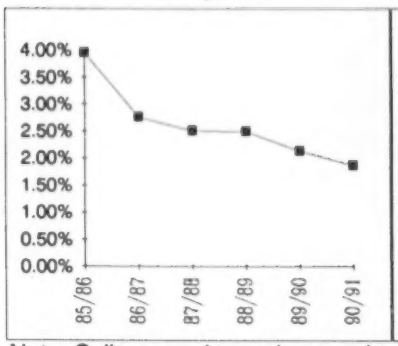
In its most recent issue of ***Lower Mainland Population Figures*** (February 12, 1992), the Planning and Statistics Division of the Ministry of Finance and Corporate Relations projects a general increase of population in all areas of the Lower Mainland for the period of 1992 to 2016. By the end of 2016, the total population of the City of Vancouver will have reached 624,406 (31% more than 1992); Richmond, 178,474(37% more than 1992); Burnaby, 185,445 (16% more than 1992). Given the fact that, in the past six years, sixty-six percent (66%) of the College's students have been from the City of Vancouver, seven percent(7%) from Burnaby, and five percent (5%) from Richmond, the demand for the College's service from the prospective students is expected to increase steadily in the next 15 years. Based on the population projection and past student enrolments, the College's total enrolment is projected to reach 14,699 in the year 2015 (25% more than 1992). If the current enrolment patterns remain unchanged, the overall increase rate of the College's enrolments will be about one percent (1%) per year. For detailed enrolment projections, please see ***VCC 1992 Enrolment Projections*** released by VCC Institutional Research Services in April, 1992.

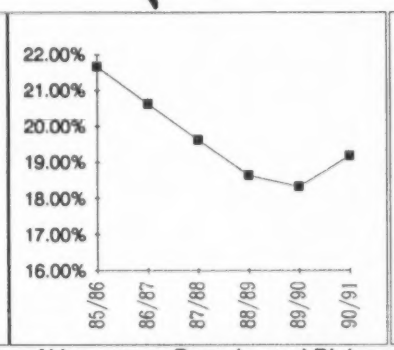
In order to accommodate the expected increase in the volume of enrolment (1% per year), the College should be prepared to increase its resources accordingly, i.e., faculty, staff, facilities, and library services, etc.

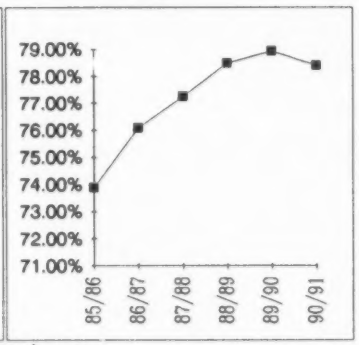
Table 1: Enrolment Intake (headcounts) - VCC Total

as a % of student population

Year	Other Province	Other BC Areas	Other Lower Mainland	College Region	Richmond	Burnaby	Vancouver
85/86	0.50%	3.95%	21.66%	73.88%	5.18%	6.45%	62.25%
86/87	0.53%	2.76%	20.62%	76.08%	5.33%	7.09%	63.66%
87/88	0.63%	2.51%	19.62%	77.24%	4.50%	6.72%	66.02%
88/89	0.38%	2.49%	18.64%	78.49%	4.89%	6.83%	66.76%
89/90	0.61%	2.14%	18.32%	78.93%	4.42%	7.15%	67.37%
90/91	0.55%	1.88%	19.17%	78.40%	4.56%	7.53%	66.31%
Average	0.53%	2.61%	19.60%	77.27%	4.80%	6.96%	65.50%







Note: College service region consists of Vancouver, Burnaby and Richmond.

Table 2: Enrolment Intake (headcounts) - Continuing Education

as a % of division student population

Year	Other Province	Other BC Areas	Other Lower Mainland	College Region	Richmond	Burnaby	Vancouver
86/87	0.60%	2.02%	21.20%	76.18%	7.99%	8.02%	60.17%
87/88	0.91%	3.30%	24.35%	71.44%	7.56%	7.19%	56.70%
88/89	1.27%	3.24%	26.15%	69.34%	7.50%	7.52%	54.33%
89/90	0.34%	3.02%	23.40%	73.23%	8.55%	7.63%	57.06%
90/91	0.92%	3.15%	22.67%	73.27%	8.19%	7.70%	57.38%
91/92	0.81%	2.51%	23.15%	73.53%	7.60%	9.13%	56.80%
Average	0.83%	2.92%	23.68%	72.57%	7.86%	7.79%	56.91%

Note: College service region consists of Vancouver, Burnaby and Richmond.

BEST COPY AVAILABLE

Table 3: Langara Enrolment Intake (headcounts)

as a % of campus student population

Year	Other Province	Other BC Areas	Lower Mainland	College Region	Richmond	Burnaby	Vancouver
85/86	0.90%	2.69%	19.12%	77.29%	9.66%	5.38%	62.25%
86/87	1.10%	2.96%	16.25%	79.69%	10.47%	5.27%	63.95%
87/88	1.83%	3.08%	15.66%	79.44%	10.26%	5.00%	64.18%
88/89	1.80%	2.60%	24.48%	71.13%	10.39%	6.69%	54.05%
89/90	1.69%	2.08%	15.66%	80.56%	10.70%	5.90%	63.96%
90/91	1.39%	2.00%	15.54%	81.06%	10.55%	6.00%	64.52%
Average	**1.49%**	**2.43%**	**16.52%**	**79.56%**	**10.47%**	**5.70%**	**63.38%**

Note: College service region consists of Vancouver, Burnaby and Richmond.

Table 4: City Centre Enrolment Intake (headcounts)

as a % of campus student population

Year	Other Province	Other BC Areas	Lower Mainland	College Region	Richmond	Burnaby	Vancouver
85/86	0.75%	6.85%	30.12%	62.27%	5.61%	7.48%	49.18%
86/87	1.00%	4.96%	31.31%	62.74%	5.75%	7.81%	49.17%
87/88	1.12%	5.55%	32.76%	60.57%	4.76%	7.76%	48.05%
88/89	0.63%	6.53%	33.91%	58.93%	6.34%	6.99%	45.60%
89/90	1.40%	5.52%	32.71%	60.37%	4.97%	6.95%	48.45%
90/91	1.19%	4.63%	33.18%	61.00%	5.82%	7.67%	47.51%
Average	**0.98%**	**5.78%**	**32.18%**	**61.06%**	**5.55%**	**7.45%**	**48.05%**

Note: College service region consists of Vancouver, Burnaby and Richmond.

Table 5: KEC Enrolment Intake (headcounts)

as a % of campus student population

Year	Other Province	Other BC Areas	Lower Mainland	College Region	Richmond	Burnaby	Vancouver
85/86	0.08%	0.61%	11.54%	87.76%	3.42%	5.42%	78.92%
86/87	0.00%	0.43%	10.86%	88.71%	3.54%	6.72%	78.45%
87/88	0.12%	0.33%	10.05%	89.51%	3.95%	6.19%	79.36%
88/89	0.07%	0.46%	10.29%	89.18%	3.45%	6.74%	78.98%
89/90	0.12%	0.48%	10.73%	88.68%	3.31%	7.40%	77.97%
90/91	0.20%	0.37%	11.99%	87.44%	3.16%	7.53%	76.75%
Average	**0.10%**	**0.44%**	**10.87%**	**88.59%**	**3.45%**	**6.77%**	**78.36%**

Note: College service region consists of Vancouver, Burnaby and Richmond.

Employment Considerations

According to the Economic Services Branch of Employment and Immigration Canada, by the year 2001, there will be 579,257 jobs available in all occupations in B.C. The annual growth rate of employment will be about 1.8 percent. The top five fields which will offer most job openings in B.C. by 2001 in each of the six types (Nelson's Holland Typology) of occupations are as follows:*

Realistic Occupations	
Chefs and Cooks:	17,458
Waiters and Waitresses:	14,350
Janitors:	11,057
Truck Drivers:	7,860
Nursery Workers:	6,097
Investigative Occupations	
Computer Programmers:	6,927
Physicians:	3,131
Medical Lab Technicians:	2,857
Electric Engineers:	1,269
Dentists:	1,250
Artistic Occupations	
Writers and Editors:	2,297
Fine Arts Teachers:	2,070
Advertising Artists:	1,477
Musicians and Singers:	1,217
Designers:	1,183
Social Occupations	
Registered Nurses:	19,597
Child Care Occupations:	12,085
Elementary School Teachers:	8,448
Jobs in Welfare and Community Services:	7,640
Hair Stylists:	6,199

* Holland typology was developed by Richard Nelson Bolles, author of the best-selling book ***What Color is Your Parachute?*** and adopted by the Economic Services Division of Employment and Immigration Canada for employment projections.

Enterprising Occupations	
Sales Clerks:	2,041
Sales Managers:	1,761
Hospitality and Service Management:	878
Executive & General Managers:	873
Supervisor-Accommodation:	739
Conventional Occupations	
Bookkeepers and Accounting Clerks:	1,981
Secretaries:	1,940
Cashiers and Tellers:	1,793
Receptionists:	1,047
Computer Operators:	994

From the information released by Employment and Immigration Canada, the structure of employment is changing. In B.C., the service sector is expanding, while the pace of development in natural resource based industries will slow down. The growth of the work force will be slow with an older age profile. There will be more work with high knowledge content (technology and information service), and most of the jobs will be located in large cities.

Given the fact the service sector is expanding at a fast pace and that the expansion is projected to continue in the next 20 years, the service-oriented programs at the City Centre and KEC will continue to be in high demand. As the demand for high knowledge workers is on the rise, the College's other career and technical programs are also expected to deliver more training. However, Employment and Immigration Canada also listed the following occupations as having the least employment opportunities in the year 2001:

	Historians
Flight Attendants	Home Economists
Airline Pilots	Anthropologists
Government Administrators	Drafting Occupations
Personnel Officers	Wire Communications Installers
Personnel Clerks	Concrete Cement Finishers
Government Clerks and Typists	Actors

The College should conduct a study to determine the validity of the projection in the local area. If the projection is tenable, the College needs to examine some of its career and technical programs that offer training in the projected least employable occupations and develop strategies to re-design these programs as the demand for workers in these occupations will become weak in the next ten years.

Impact of Traffic Flows upon VCC Enrolments

The ever rising house price in the City of Vancouver proper is driving more and more people to buy houses outside the College's service region. As a result, there are more and more commuters on the road. Traffic congestion on all major arterial roads has become a way of life. In the eastern corridor, the traffic congestion along the major routes to Vancouver such as Highway 1, Highway 7 and Kingsway may make prospective students think twice before deciding to enrol in the College's programs. Douglas College and Kwantlen College often become alternatives for these students. In the northern corridor, the low traffic on the Second Narrows Bridge makes going to Capilano College very attractive. In the southern corridor, the crawling traffic on the Knight Street Bridge and Oak Street Bridge makes it time-consuming for Richmond students to come to the College. Under such circumstances, Kwantlen College's Richmond campus is an alternative to Langara Campus for students taking university transfer courses. In fact, VCC enrolment trends in the last five years indicated that the College's enrolments from Richmond and Burnaby have both been declining. If there is no improvement to the traffic conditions along the major arterial roads to Vancouver and other factors remain unchanged, the declining enrolments from Richmond and Burnaby will most likely continue. However, for students wishing to take part-time courses at the Continuing Education Division, the traffic congestion has little effect because many students who register in the Continuing Education Division have jobs in the downtown area and therefore often take end-of-the-work courses in late afternoons after work.

Impact of the Decreasing 18-34 Age Group in Vancouver

In its ***Lower Mainland Population Figures***, the Planning and Statistics Division of the Ministry of Finance and Corporate Relations predicts that the increasing rate of the 18-24 age group in Vancouver will slow down in the next 10 years and will gradually decrease until the year 2011. It is also predicted that the total number of the 25-34 age group in Vancouver will begin to decrease by the year 2001 and continue to

2016. In the past six years, the proportion of VCC students in the 18-34 age group has dropped from seventy-two percent (72%) in the 1985/86 fiscal year to sixty-five percent (65%) in the 1990/91 fiscal year. If the Ministry of Finance and Corporate Relations' population projections hold true, the participation rate of the 18-34 age group in the College's education and training programs will continue to fall. The implication is that we will see fewer younger students (below 35) attending the training and educational programs on all three main campuses of the College. With the increasing number of older students on campus, the College should begin to make plans to accommodate the educational and training needs of the older age group (35 or older) because this older age group may become an important source for the College's enrolment intake. It is expected that older students will need more flexible class hours, possibly in the late afternoons or evenings, since most of the older students have to work in the day time.

The tables and charts on the following two pages present breakdowns of the College's students by age. The charts indicate that the number of younger students (20-34) has been declining in the last six years.

Impact of Kwantlen College's Richmond Campus

Kwantlen College is a medium-sized institution designed to serve 4,047 FTE's on its three campuses (Newton, Surrey, and Richmond). Its main impact upon VCC is through its Richmond Campus. Kwantlen College's new Richmond Campus was built on 10 acres of land near the Lansdowne Shopping Centre. Designed to house 2,400 FTE's, Kwantlen College's Richmond Campus took 1,200 FTE's last year (91/92), and is planning to increase its enrolments to 1,500 FTE's this year. As Kwantlen College's Richmond Campus was designed to accommodate arts and science students, its direct impact is on Langara Campus. Holding population growth constant and based on Kwantlen College's three-year plan which calls for an increase of FTE's to 8,941 in 1994/95, Langara Campus is expected to lose a considerable number of Richmond students to Kwantlen College's Richmond Campus. However, as population in Richmond is projected to grow at the fastest pace of the three cities within the College's service region, the impact from Kwantlen College's Richmond Campus may be softened. In the past six years, about eleven percent (11%) of Langara's students were from Richmond. There has been no noticeable decrease of enrolment from Richmond at Langara since Kwantlen College's Richmond expansion.

(Continued on Page 11)

Table 6: VCC Students by Age Group (College Total Less CE)

Year	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +
85/86	8.87%	37.96%	20.57%	13.20%	8.79%	4.64%	2.84%	1.66%	1.48%
86/87	9.40%	36.11%	20.98%	13.19%	8.70%	4.84%	2.98%	1.73%	2.08%
87/88	11.20%	34.16%	19.33%	13.27%	9.04%	5.44%	3.40%	2.02%	2.13%
88/89	9.41%	33.04%	20.19%	13.30%	9.63%	5.97%	3.49%	1.92%	3.05%
89/90	8.65%	33.15%	19.82%	13.08%	9.71%	6.83%	3.65%	2.00%	3.12%
90/91	7.75%	31.52%	18.59%	14.45%	10.24%	8.17%	4.06%	2.43%	2.79%
Average	**9.20%**	**34.05%**	**19.86%**	**13.43%**	**9.41%**	**6.09%**	**3.45%**	**1.98%**	**2.53%**

Table 7: 20-34 Age Group VCC

85/86	71.73%
86/87	70.27%
87/88	66.77%
88/89	66.53%
89/90	66.05%
90/91	64.57%
Average	**67.34%**

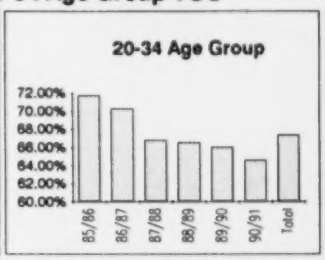
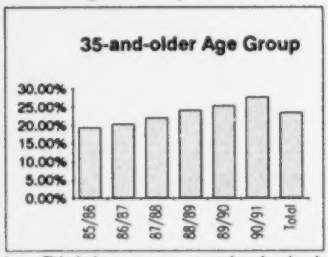


Table 8: 35-and-older Age Group of VCC

85/86	19.41%
86/87	20.33%
87/88	22.04%
88/89	24.06%
89/90	25.30%
90/91	27.69%
Average	**23.46%**



Note: To control confounding variables, students in the Continuing Education Division were not included.

Table 9: Age Groups of KEC Students

Year	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +
85/86	11.25%	36.19%	22.39%	13.69%	8.25%	3.62%	2.29%	1.12%	1.20%
86/87	11.70%	32.18%	24.05%	13.64%	8.43%	4.17%	2.48%	1.69%	1.66%
87/88	10.72%	29.06%	22.10%	14.88%	9.76%	5.17%	3.27%	1.94%	3.09%
88/89	8.57%	27.16%	22.03%	14.69%	10.97%	6.04%	3.49%	2.13%	4.92%
89/90	5.55%	23.61%	21.85%	16.59%	12.18%	8.22%	4.04%	2.56%	5.41%
90/91	4.66%	21.39%	19.99%	18.67%	12.77%	10.43%	4.62%	2.85%	4.61%
Average	**8.28%**	**27.33%**	**21.91%**	**15.59%**	**10.74%**	**6.65%**	**3.52%**	**2.15%**	**3.85%**

Table 10: 20-34 Age Group of KEC

85/86	72.27%
86/87	69.87%
87/88	66.05%
88/89	63.88%
89/90	62.05%
90/91	60.06%
Average	**64.83%**

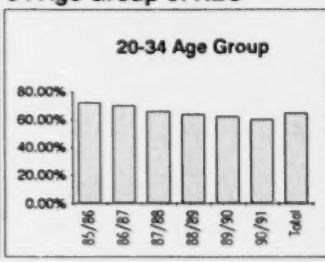


Table 11: 35-and-Older Age Group of KEC

85/86	16.48%
86/87	18.42%
87/88	23.23%
88/89	27.55%
89/90	32.40%
90/91	35.28%
Average	**26.90%**

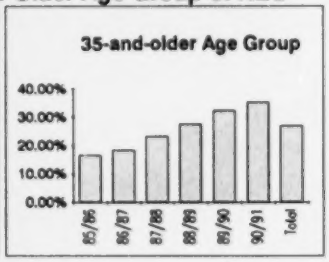


Table 12: Age Groups of Langara Students

Year	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +
85/86	8.90%	52.20%	16.60%	9.70%	6.70%	3.40%	1.60%	0.60%	0.30%
86/87	9.84%	53.45%	17.18%	8.98%	5.22%	2.80%	1.04%	0.48%	1.01%
87/88	16.97%	50.87%	15.37%	7.50%	4.31%	2.97%	1.17%	0.54%	0.31%
88/89	14.33%	51.19%	17.21%	7.08%	5.28%	2.62%	1.44%	0.48%	0.37%
89/90	14.59%	50.90%	17.68%	6.80%	4.50%	2.68%	1.73%	0.67%	0.45%
90/91	13.82%	52.10%	17.17%	7.60%	3.96%	2.98%	1.36%	0.59%	0.42%
Average	**13.88%**	**51.60%**	**16.96%**	**7.57%**	**4.73%**	**2.83%**	**1.40%**	**0.56%**	**0.47%**

Table 13: 20-34 Age Group of Langara

85/86	78.50%
86/87	79.61%
87/88	73.74%
88/89	75.47%
89/90	75.37%
90/91	76.87%
Average	**76.13%**

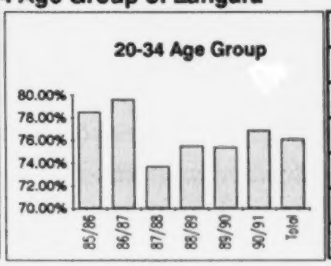


Table 14: 35-and-older Age Group of Langara

85/86	12.60%
86/87	10.55%
87/88	9.30%
88/89	10.20%
89/90	10.04%
90/91	9.31%
Average	**9.99%**

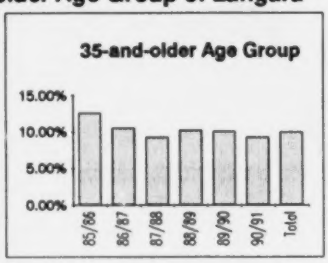


Table 15: Age Groups of City Centre Students

Year	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +
85/86	7.17%	36.59%	20.01%	13.49%	9.55%	5.60%	3.46%	2.24%	1.90%
86/87	6.65%	28.06%	20.41%	15.67%	11.42%	7.00%	4.87%	2.65%	3.27%
87/88	6.76%	26.28%	19.11%	16.21%	12.25%	7.97%	5.54%	3.43%	2.45%
88/89	5.35%	23.55%	20.01%	17.80%	12.04%	9.71%	5.88%	3.17%	2.48%
89/90	6.13%	26.16%	18.79%	15.24%	12.46%	10.25%	5.76%	2.88%	2.31%
90/91	5.58%	23.43%	17.61%	15.29%	13.93%	10.85%	6.79%	4.23%	2.29%
Average	**6.37%**	**28.16%**	**19.46%**	**15.51%**	**11.68%**	**8.20%**	**5.18%**	**3.00%**	**2.43%**

Table 16: 20-34 Age Group of City Centre

85/86	70.08%
86/87	64.13%
87/88	61.60%
88/89	61.36%
89/90	60.20%
90/91	56.33%
Average	**63.13%**

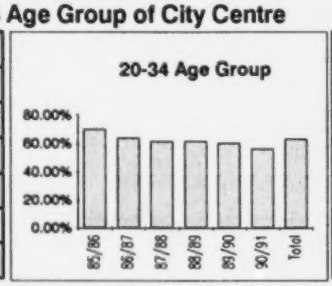


Table 17: 35-and-older Age Group of City Centre

85/86	22.75%
86/87	29.21%
87/88	31.64%
88/89	33.29%
89/90	33.67%
90/91	38.09%
Average	**30.50%**

Thus, if the population projection for Richmond is true, i.e., thirty-seven percent (37%) increase by 2016, Langara will continue to attract students from Richmond. However, the age of the future students may be older as the population projections forecast a decrease in the proportion of the 18-34 age group in the Lower Mainland population. As well, because the waiting lists for Langara programs are long, Kwantlen College's new campus in Richmond does not pose competition with the College. Nonetheless, the impact of Kwantlen College's Richmond Campus upon Langara Campus should be taken seriously and closely monitored.

Impact of Douglas College

Douglas College delivered 4062.6 FTE's in the 1990/91 fiscal year, of which 353.1 (9%) were in ABE programs, 1736.4 (43%) in career/technical programs, 1474.9 (36%) in academic programs, and 498.2 (12%) in vocational programs. The major impact of Douglas College upon VCC is in Burnaby through its Royal Avenue Campus in career/technical and academic programs. As far as ABE and vocational programs are concerned, because of KEC's program structure and curriculum, VCC's enrolments will not be influenced too much by Douglas College. Regarding academic programs, as residents of Burnaby have easy access to five public educational institutions (Douglas, Capilano, VCC, BCIT, and SFU) in the area, students tend to be evenly distributed among these educational institutions. A student's decision of selecting one educational institution over others is affected by a number of factors such as quality of instruction, reputation of the institution, tuition fees, learning environment, campus life, and traffic patterns. If the College wants to draw more students from Burnaby, there is a need to make information on VCC's programs readily available to Burnaby residents, emphasizing the quality of Langara's academic programs and the uniqueness of KEC's ABE and City Centre's vocational programs. In addition, the College also needs to keep its tuition fees competitive.

Impact of Capilano College

In the 1990/91 fiscal year, Capilano College served 3,935.7 FTE's. More than half of its student population (59%) was in academic programs. In terms of program structure, Capilano College's impact upon VCC is negligible as the majority of Capilano College's programs are focused on academic students. However, although consisting of only a small portion (6%) of Capilano College's total programs, ABE programs at Capilano College have been very successful in delivering services to its full capacity and beyond. In the past three years, there has been a consistent rise in

ABE enrolment at Capilano College. The fund utilization rate reached as much as 122.46% in the 1990/91 fiscal year, and the actual FTE's delivered increased from 169.1 in the 1988/89 fiscal year to 224.1 in the 1990/91 fiscal year (a 75% increase). Given the short distance between Capilano College and KEC, the rapidly increasing ABE enrolments at Capilano should be given serious examination. Geographically, twenty-two percent (22%) of Capilano College students were from Vancouver and ten percent (10%) from Burnaby (1991/92). As expected, most the Vancouver students attending Capilano College were from the northeast of Vancouver, seemingly taking advantage of the geographical proximity to Capilano College and the counter traffic flow in rush hours on the Second Narrows Bridge. As these geographical and traffic factors are out of VCC's control, the student flow from Vancouver to Capilano College will therefore remain about the same in the near future. What the College can do, however, is to focus on Burnaby and examine why ten percent (10%) of Capilano College's students were from Burnaby while only seven percent (7%) of VCC students were from Burnaby. In view of the geographical distance, it would be easier for students living along Boundary Road to come to VCC than to Capilano College. Further study is needed to examine the factors that have drawn Burnaby students to Capilano College.

Impact of BCIT

Although BCIT is planning a forty percent (40%) enrolment increase in its new programs and sixty percent (60%) increase in its existing programs by 1994, the planned enrolment growth may only have a modest impact upon VCC because only a small number of BCIT programs overlap with VCC programs. In terms of enrolment expansion, BCIT will focus on its existing fields such as aerospace, manufacturing, information technology, and health sciences. As far as program length is concerned, BCIT will be exploring the possibility of stretching some of its unique two-year programs to four-year programs and granting B.S. degrees to graduates from these programs. In the latter case, BCIT will be least likely to compete with VCC for students.

Impact of the Universities

Both UBC and SFU have reached their full capacity for first-year students. As the available instructional space at the two universities has already been stretched to its limit, it is almost impossible for the two universities to expand their first-year enrolments without additional funding from the Ministry for building new facilities.

In fact, because universities levy higher tuition fees and because it takes more time to commute to the universities, there is a reverse student flow from universities to colleges. The reverse student flow may make the waiting list for Arts and Science programs at Langara even longer.

Impact of Social Trends

In Douglas College's External Environment Scan, a number of social trends were identified as worth considering in planning enrolments. These trends are also worthwhile examining for VCC to project student enrolments and develop program curriculum. One of the significant demographic trends in B.C., particularly, in Vancouver, is the rapid growth of the senior population. At present (1992), more than thirteen percent (13%) of B.C.'s population is 65 years old or older. By the year 2016, this senior age group will make up eighteen percent (18%) of B.C.'s population. In Vancouver, approximately sixteen percent (16%) of the population is 65 years old or older. This senior group will slightly decrease to fourteen percent (14%) of Vancouver population by 2016. Basically, there are three factors accounting for the growing senior population in B.C. First of all, the low birth rate in B.C. is approaching the lowest level in World War II period. As the fertility rate is low, all age groups except the infant age group will form a larger share of the population. Secondly, the increasing life expectancy also plays a role. As living conditions and health services have greatly improved, life expectancy has become longer. Life expectancy of B.C. residents has extended from 63 years in the early 1920's to 78 years in 1986 (Statistics Canada data, 1986 Census). Longer life expectancy results in a larger proportion of the population shared by the senior group. Thirdly, senior migration flow into B.C. is also a key factor. Because of the mild climate in B.C., many seniors in the country like to choose B.C. for retirement. The migrated retirees have been contributing substantially to the increasing senior population in B.C. This senior group is the most affluent group in the population and remains healthy until advanced ages. Many of the seniors spend their leisure time on education. Because this age group consists of a considerable portion of the population, their educational needs should be examined, and appropriate programs should be developed to meet their needs.

Another important social trend is the rising participation rate of women in the labour force. More and more women are entering the labour force, changing the traditional role of women in society. In order to get into the labour force, women need preparation and training. Even for those who are already in the labour force, they still need to upgrade their skills and learn new knowledge. As a result, the proportion of women students in colleges is larger than that of male students. According to Statistics Canada, in 1991, about fifty-three percent (53%) of the student population in Canadian post-secondary institutions were women. Consistent with the national trend, about fifty-four percent (54%) of VCC students are women (1992). In order to accommodate the education and training needs of women students, the College should consider the special needs of women in its class scheduling, curriculum development and course design.

Still another significant social trend is the rising rate of single-parent families. Single-parent families account for about thirteen percent (13%) of the total population in 1991. Single parents, a large proportion of whom are women, are often living below the poverty line. To improve their economic conditions, single parents want to take more education and training for better employment. However, because of their family responsibilities and financial circumstances, they are often unable to realize their wishes of receiving better training and education. To help these struggling single parents, the College needs to explore the possibility of making class schedules more flexible and financial assistance more available for single parents.

The impact of these social trends upon VCC is that there will probably be an older student population with more diverse social/economic backgrounds and educational goals on the College's three main campuses.

Impact of Proposed Changes in B.C.'s Education System

A number of proposals have been studied and planned to be implemented in B.C.'s post-secondary education system in the next few years. The most significant proposal to VCC is the one that calls for community colleges to grant two-year associate degrees in arts, science, and commerce starting in 1993. The proposed associate programs will have the same curriculum in all colleges approved and monitored by the B.C. Council of Admissions and Transfers. Once in effect, this advent along with the establishment of the university colleges and the University of Northern B.C. will create a new challenge to the College's arts and science programs

at Langara. Namely, with arts and science students having more choice of educational institutions, how well are we prepared to draw students to the degree granting programs at VCC?

Impact of Immigration Flows into B.C.

According to the most recent release of ***B.C. Immigration Highlights*** by the Ministry of Finance and Corporate Relations (April, 1992), during 1991 a total of 31,541 immigrants settled in B.C., which was fourteen percent (14%) of the total immigrants who came to Canada in 1991. Most of these new immigrants (82%) chose Vancouver as their destination. Geographically, B.C. has become the third most popular destination for Canadian immigrants, second only to Ontario (117,457 immigrants in 1991) and Quebec (49,533 immigrants in 1991). In the past five years, the number of immigrants who chose B.C. as their destination has been steadily increasing at the annual rate of about nine percent (9%). Assuming that the current immigration policy will not be substantially revised, this trend will most likely continue in the next three years. In terms of language ability, only about one-third (34%) of B.C.'s new immigrants are able to speak English. The rest of the two-thirds (19,014 immigrants in 1991) have to learn English before they can function normally in the society. Thus, the demand for English training programs will continue to be high. Having the largest annual ESL student intake in Western Canada, VCC has been playing a key role in providing ESL training to both government-sponsored and tuition-paying students in the Lower Mainland. With the College's highly experienced instructional/support staff, the special ESL instructional collection at KEC Library, and the installation of the computer-aided language training laboratory at KEC North, VCC is placed at the forefront of the application of ESL instructional technology and will be able to provide better service to ESL students. The continuing immigration flow into Vancouver area will be a stable source of ESL students for the College's ESL programs. However, there are new challenges. Because of the continuing flow of immigrants into Vancouver area and funding from the Federal Government for their language and work skill training, there is a boom in the development of training schools in the private sector in the Lower Mainland. In 1991, the number of various private training schools in B.C. reached as many as 500. The majority of these private schools are located in the Lower Mainland, competing with public institutions for federal and provincial training funds and attracting ESL students with placement assistance. In view of the rising number of

private schools, the College needs to make new immigrants aware of the quality of the VCC's ESL and job training programs and lobby government agencies for more training contracts. In addition, to match the placement services offered by private schools, the College should review its current placement services and see if more assistance is needed to help VCC graduates find employment.

Operating Space

The total net operating space of VCC (excluding the off campus instruction centres and rental classrooms) is 83,097.5 square meters. While enrolment has been increasing at the rate of about 1% per year, there has been little operating space increase in the last three years. In the 1991-1992 fiscal year, the three main campuses and the Continuing Education Division delivered instruction to a total of 9,268 FTE (Full-Time Equivalent) students. A breakdown of the operating space by campus is listed below. For more detailed lists of the operating space, please see Appendix II.

King Edward Campus (KEC). KEC has 23,771.9 square meters of net operating space. The campus was built to accommodate 2,000 FTE's. In the 1991-1992 fiscal year, with the rental space at Dundas Street (KEC North) and instructional centres at community centres, KEC accommodated 2,441 FTE's.

Langara. Langara Campus has 27,062.7 square meters of net operating space. Built to serve 3,500 FTE's per year, the Campus delivered instruction to 4,271 FTE students in the 1991-1992 fiscal year.

City Centre. This campus has 32,262.9 square meters of net operating space and accommodated 1,934 FTE's in the 1991-1992 fiscal year.

Continuing Education Division. Unlike the three VCC main campuses, the Continuing Education Division does not have independent operating space of its own. Instead, it shares the operating space with the three main campuses and delivers instruction at off-prime hours in the operating space on the three main campuses and at rental facilities (e.g., Oakridge Shopping Centre). In the 1991-1992 fiscal year, the Continuing Education Division served 440 FTE's, which include about 26,000 students in classrooms.

In order to keep pace with the growing enrolments, the College should make plans for space expansion. Operating at rental facilities is only a temporary solution. The College should conduct feasibility studies for replacing rental facilities with permanent facilities.

Concluding Remarks

We are in a changing world. The momentum of B.C.'s economy is shifting from natural-resource industries to fast-growing service-oriented industries. Technology and information are playing a growing role in shaping the future of B.C. To succeed in a global marketplace, B.C. needs a quality work force. As the largest community college in the province, VCC must play an important role in training and re-training the work force to meet the demand of the changing economical environment in the Lower Mainland. How can VCC be better prepared to meet the challenge? The following are some suggestions regarding education in general put forward at the public consultation meetings held by the Federal Government in late 1991:

1. "Focus on the population as a whole, not just children, due to the adult literacy problem and make education an on-going life-long learning process."

2. "Teaching students skills is now too narrow. We must teach them how to develop on-going learning skills."

3. "Education must work more closely with industry and cooperates, including more joint industry-education curriculum development."

4. "Co-op education is good. We need to teach more technical skills and use more co-op and apprenticeship training methods."

5. "Education must be affordable for anyone who earns and wants it."

6. "We need accountable teachers. Evaluate teachers on an annual basis."

7. "Teach characteristics that allow people to be successful. Teach good attitudes and values like self-awareness, responsibility and self-worth."

8. "We need better career counselling."

The above suggestions, though general, are worth considering in the College's curriculum development and course design. We are moving into an era of technology and information in which education and training will be the key factors for success; the urgency for the College to contribute to a qualified labour force is growing. With appropriate planning and adjustment, the College can continue to be a significant contributor to the development of B.C.'s economy.

References

British Columbia Institute of Technology, Office of the Vice President (1991). *Strategy for the nineties: education group implementation plan*. Internal report.

Ministry of Advanced Education, Training and Technology of British Columbia, Budget and Analysis Branch, (1991). *History of FTE's*. Internal report.

Cowin, Robert (1992). *Towards a master educational plan for Douglas College*. Internal report.

Cowin, Robert (1987). *1987 Environmental scan: British Columbia colleges and institutes*. Internal report.

Department of the Secretary of State of Canada, Research and Information on Education, Education Support Branch (1991). *Profile of higher education in Canada 1991 edition*. Ottawa.

Department of the Secretary of State of Canada (1991). *Federal and provincial support to post-secondary education in Canada. A report to parliament 1989-90*. Ottawa.

Employment and Immigration Canada (1991-1992). *Occupational outlook (B.C./Yukon)*. B.C.

Employment and Immigration Canada (1991-1992). *Economic review*. B.C.

Ministry of Advanced Education, Training, and Technology of British Columbia, Labour Market Services Branch, (1991-1992). *Labour force statistics*. B.C.

Liny Chan (1991). *Simon Fraser University fact book* (12th Ed.). Internal report.

Ministry of Advanced Education, Training and Technology (1990). *1990 environmental scan*. Internal report.

Ministry of Finance and Corporate Relations of British Columbia, Population Section, Planning and Statistics Division (1992). *British Columbia population forecast 1990-2016*. Internal report.

Ministry of Finance and Corporate Relations of British Columbia, Population Section, Planning and Statistics Division (1992). *Lower Mainland Population Figures*. Internal report.

Statistics Canada (1991). *Advanced Statistics of Education*. Ottawa.

VCC Institutional Research Services (1992) *Vancouver Community College 1992 enrolment projections*. Internal Report.

Appendix I - Program Service Areas

(1991-1992 Fiscal Year)

Langara

Program Code	Program Description	Other Provinces	Other B.C. Areas	Lower Mainland	College Region
3102	BUSINESS, FINANCE & INVESTMENT MANAGEMENT			14.3%	85.7%
3108	INTERNATIONAL BUSINESS			33.3%	66.7%
3120	ACCOUNTING (DIPLOMA)			5.3%	94.7%
3132	SMALL BUSINESS DEVELOPMENT			10.5%	89.5%
3140	COMPUTER INFORMATION SYSTEMS (DIPLOMA)			11.1%	88.9%
3153	REALTY APPRAISAL (DIPLOMA)			25.0%	75.0%
3161	MARKETING & SALES	3.1%		12.5%	84.4%
3243	COURT REPORTER	6.3%		37.5%	56.3%
3311	JOURNALISM (DIPLOMA)	5.0%	5.0%	30.0%	60.0%
3332	PROFESSIONAL PHOTOGRAPHY		0.0%	38.1%	61.9%
3441	FOOD SERVICE		48.0%	19.0%	76.2%
3515	ARTS & SCIENCE (COMPUTER SYSTEMS TECHNOLOGIST)			8.3%	91.7%
4111	CRIMINAL JUSTICE		5.0%	5.0%	90.0%
4141	SOCIAL SERVICE WORKER		3.4%	10.3%	86.2%
4242	NURSING	0.9%	3.5%	24.6%	71.1%
4411	EARLY CHILDHOOD EDUCATION		11.1%	27.8%	61.1%
4413	SPECIAL EDUCATION ASSISTANT		0.6%	32.1%	64.3%
4414	SPECIAL ED. POST BASIC CERT. PROGRAM		6.8%	15.9%	77.3%
4431	LIBRARY TECHNICIAN			37.1%	62.9%
4441	RECREATION LEADERSHIP (DIPLOMA)	3.4%	3.4%	41.4%	51.7%
4442	RECREATION FACILITIES MANAGEMENT (DIPLOMA)	0.0%	25.0%	43.8%	31.3%
5110	FINE ARTS	0.0%	1.4%	23.0%	75.7%
5121	THEATRE ARTS	1.8%	1.8%	17.5%	78.9%
5180	ART IN MERCHANDISING	3.3%	10.0%	23.3%	63.3%
5190	ARTS & SCIENCE (COMMERCE)		11.8%	1.6%	70.6%
5700	UNIVERSITY TRANSFER	1.5%	1.5%	12.9%	84.0%
13140	COMPUTER INFORMATION SYSTEM (CO-OP)		8.7%	34.8%	56.5%
13153	REALTY APPRAISAL EVENING OR EXTENDED DAY (CERT.)	1.2%	1.2%	39.0%	58.5%
13172	GENERAL INSURANCE CO -OP		12.5%	25.0%	62.5%
13311	JOURNALISM (CERTIFICATE)	4.8%	9.5%	28.6%	57.1%
23120	ACCOUNTING (CO-OP)			14.3%	85.7%
23153	REALTY APPRAISAL CO-OP			No sufficient data	

Note: 1. The percentages in each service area were computed from postal codes provided by students in the registration forms as their permanent addresses.

2. Students whose postal codes were missing are not included .

3. Students are counted only once regardless of the number of courses they took.

4. Programs in shaded areas served students from other provinces.

BEST COPY AVAILABLE

Appendix I - Program Service Area

(1991-1992 Fiscal Year)

KEC

Program Code	Program Description	Other Provinces	Other B.C. Areas	Lower Mainland	College Region
232101	AUTOMOTIVE COLLISION REPAIR TECHNICIAN		6.3%	34.4%	59.4%
232102	AUTOMOTIVE PAINTING & REFINISHING			32.1%	67.9%
232202	AUTO MECHANICS (ENGINE)			20.0%	80.0%
232203	AUTO MECHANICS (TRANSMISSION)			5.9%	94.1%
232204	AUTO MECHANICS (BRAKES)			11.8%	88.2%
232205	AUTO MECHANICS (TUNE-UP)			18.8%	81.3%
232206	AUTOMOTIVE TECHNICIAN		20.0%	20.0%	60.0%
232210	COMMERCIAL VEHICLE INSPECTION		4.3%	50.0%	45.7%
232301	DIESEL TECHNICIAN		6.1%	30.3%	63.6%
255501	AUTO GLASS INSTALLER			33.3%	66.7%
414101	FULL TIME INSTITUTIONAL AIDE	3.6%		21.4%	75.0%
414102	FULL TIME E.S.L. INSTITUTIONAL AIDE			5.9%	94.1%
434101	PHARMACY TECHNICAL ASSISTANT PROGRAM			59.5%	40.5%
441301	SIGN LANGUAGE		2.1%	16.7%	81.3%
441302	SIGN LANGUAGE			26.5%	73.5%
441303	SIGN LANGUAGE			62.5%	37.5%
441307	SIGN LANGUAGE INTERPRETER	4.5%	4.5%	22.7%	68.2%
441308	SIGN LANGUAGE INTERPRETER DEVELOPMENT FLUENCY	5.9%	17.6%	41.2%	35.3%
441309	SIGN LANGUAGE 200			50.0%	50.0%
512401	MUSIC		1.0%	24.6%	74.4%
611000	ENGLISH LANGUAGE SKILLS	0.3%		11.5%	88.1%
611001	PART TIME LOWER BEGINNER ENGLISH			9.3%	90.7%
611002	E.S.L. (UPPER BEG.)			11.5%	88.5%
611003	E.S.L. (PRE INTERMEDIATE)			12.4%	87.6%
611004	E.S.L. (LOW INTER.)			8.7%	91.3%
611005	E.S.L. (UPPER INTER.)			10.2%	89.8%
611006	E.S.L. (LOW ADV.)			12.6%	87.4%
611007	E.S.L. (UPPER ADV.)			5.0%	95.0%
611043	E.S.L. (ADV.)				100.0%
611061	E.S.L. (INTENSIVE READING)			14.9%	85.1%
611062	E.S.L. (INTENSIVE WRITING)			4.9%	95.1%
611063	E.S.L. (INTENSIVE LIST. SPEAK.)			12.5%	87.5%
611064	E.S.L. (PRONUNCIATION)			8.3%	91.7%
611066	E.S.L. (INTENSIVE READ. & WRITE.)			37.5%	62.5%
611102	FULL TIME UPPER BEGINNERS ENGLISH			No sufficient data	
611103	F.T. PRE INTERMEDIATE ENGLISH			No sufficient data	
611401	OUTREACH LOWER BEGINNER ENGLISH				100.0%
611402	E.S.L. (UPPER BEGINNER)			2.3%	97.7%

Appendix I - Program Service Area

(1991-1992 Fiscal Year)

KEC

Program Code	Program Description	Other Provinces	Other B.C. Areas	Lower Mainland	College Region
611403	OUTREACH PRE-INTERMEDIATE ENGLISH			6.7%	93.3%
611404	E.S.L. (LOW INTERMEDIATE)			9.3%	90.7%
611405	E.S.L. (UPPER INTER.)			13.8%	86.2%
611406	OUTREACH LOWER ADVANCED				100.0%
611440	OUTREACH MULTILEVEL				100.0%
611441	E.S.L. (BEG.)				100.0%
611442	E.S.L. (INTER.)	1.0%		3.1%	95.9%
611443	E.S.L. (ADV.)			5.4%	94.6%
611450	OUTREACH INTERMEDIATE ADVANCED			5.7%	94.3%
611467	OUTREACH INTENSIVE INTERMEDIATE			16.7%	83.3%
611472	OUTREACH BEGINNERS 1				100.0%
611473	OUTREACH BEGINNERS 2			2.9%	97.1%
611474	OUTREACH BEGINNERS 3				100.0%
611475	OUTREACH BEGINNERS 4			8.0%	92.0%
611481	OUTREACH PRONUNCIATION				100.0%
611486	OUTREACH BASIC LITERACY				100.0%
611487	OUTREACH SENIORS				100.0%
611501	AUTO PAINT PREP & DETAILING			8.3%	91.7%
611502	BUSINESS OFFICE WORKER			28.6%	71.4%
611801	E.S.L. (COL. PREP.)			10.9%	89.1%
611906	E.S.L.	0.1%	0.1%	12.2%	87.6%
611907	E.S.L.			8.6%	91.4%
611908	E.S.L.			13.0%	87.0%
611909	E.S.L.			6.3%	93.8%
612001	A.B.E. - BASIC EDUCATION	0.6%		10.1%	89.3%
612101		2.4%	2.4%	14.6%	80.5%
612102	B.T.S.D.		0.8%	17.2%	81.1%
612103	B.T.S.D. (YOUTH)				100.0%
612112	P.T. BASIC TRAINING SKILLS DEVELOPMENT 12 HRS			15.4%	84.6%
612118	P.T. BASIC TRAINING SKILLS DEVELOPMENT 18 HRS				100.0%
612124	P.T. BASIC TRAINING SKILLS DEVELOPMENT				100.0%
612301	B.E.S.T. - BASIC EMPLOYMENT SKILLS TRAINING				100.0%
614302	FULL TIME VOC. ORIENTATION FOR HEARING IMPAIRED	6.7%		46.7%	46.7%
614304	FULL TIME VOC. ORIENTATION FOR VISUALLY IMPAIRED				No sufficient data
615001	A.B.E.-COLLEGE FOUNDATIONS		0.7%	12.1%	87.3%
619001	NATIVE YOUTH WORKER TRAINING PROGRAM			22.2%	77.8%
631201	FURNITURE FINISHER			6.7%	93.3%

Appendix I - Program Service Area

(1991-1992 Fiscal Year)

City Centre

Program Code	Program Description	Other Provinces	Other B.C. Areas	Lower Mainland	College Region
100101	GENERAL STUDIES	4.8%	12.5%	42.0%	40.7%
212121	DRAFTING-ARCH CIVIL STRUCT & CAD		4.2%	20.8%	75.0%
212122	DRAFTING-ARCH MECH & COMPUTER AIDED DRAFTING			No sufficient data	
212123	DRAFING-ARCH STEEL DETAIL & COMPUTER AIDED DRAFT			25.0%	75.0%
212127	AUTOCAD		1.4%	21.9%	76.7%
222001	ELECTRONICS - BASIC		2.1%	34.0%	63.8%
222104	ELECTRONICS TECHNICIAN (TELECOMMUNICATION OPTION)		4.3%	36.2%	59.6%
222105	ELECTRONICS TECHNICIAN (CONSUMER ELECT. OPTION)		6.7%	26.7%	66.7%
223004	ELECTRONICS TECHNICIAN (COMPUTER OPTION)	1.8%	1.8%	46.4%	50.0%
311901	TRAIN THE TRAINER		8.3%	41.7%	50.0%
311902	INSTRUCTOR TRAINING		10.0%	30.0%	60.0%
318105	WORD PROCESSING OPERATOR			20.0%	80.0%
321116	ACCOUNTING CLERK			No sufficient data	
321118	BUSINESS EDUCATION PREPARATION			12.2%	87.8%
321119	MICRO COMPUTERS IN ACCOUNTING			43.8%	56.3%
321120	ACCOUNTING	1.6%	0.8%	15.2%	82.4%
321121	SECRETARY		1.5%	18.5%	80.0%
321201	TRAFFIC, CUSTOMS AND TRANSPORTATION			33.3%	66.7%
322203	LEGAL SECRETARY		2.0%	26.0%	72.0%
323101	MEDICAL OFFICE ASSISTANT		2.9%	26.5%	70.6%
323106	MEDICAL TRANSCRIPTIONIST		5.6%	27.8%	66.7%
323203	DENTAL RECEPTION		4.9%	31.7%	63.4%
323204	NURSING UNIT CLERK	1.4%	1.4%	40.8%	56.3%
325101	COMPUTER PROGRAMMER		6.5%	32.3%	61.3%
333107	MEDICAL SECRETARY		20.0%		80.0%
334101	PRINTING PRODUCTION			32.8%	67.2%
334127	PRINTING PRODUCTION - BASIC		1.4%	30.4%	68.1%
342201	HOSPITALITY ADMINISTRATION			28.6%	71.4%
342402	TRAVEL AGENT		2.4%	24.4%	73.2%
342508	FOOD & BEVERAGE MANAGEMENT		6.3%	40.6%	53.1%
342509	FOOD SERVICES ASSISTANT			8.5%	91.5%
342510	DINING ROOM AND LOUNGE SERVICE - BASIC				100.0%
344203	COOKING - CORE AND SHORT ORDER			6.3%	93.8%
344204	COOKING - INSTITUTIONAL & CAMP				100.0%
344205	CULINARY ARTS - A LA CARTE AND BANQUET	1.1%	3.3%	34.1%	61.5%
344208	SAUSAGE MAKING			No sufficient data	
344209	CULINARY ARTS - FOUNDATIONS			34.6%	65.4%
344210	RETAIL MEAT PROCESSING		5.1%	47.5%	47.5%

Appendix I - Program Service Area

(1991-1992 Fiscal Year)

City Centre

Program Code	Program Description	Other Provinces	Other B.C. Areas	Lower Mainland	College Region
344212	MEAT WRAPPING AND DELI CLERK			70.0%	30.0%
344213	CULINARY ART - LEV I&II (CORE & SHORT ORDER COOKING)			No sufficient data	
344216	CULINARY ARTS			No sufficient data	
344303	COOK TRAINING - CHINESE CUISINE			10.0%	90.0%
344304	COOK TRAINING - JAPANESE CUISINE		9.1%	9.1%	81.8%
344403	BAKING & PASTRY		4.9%	41.0%	54.1%
344406	GENERAL BAKING			No sufficient data	
344411	BAKING ASSISTANT			No sufficient data	
346101	MEN'S HAIRSTYLING		6.3%	6.3%	87.5%
346209	HAIRSTYLING TECHNICIAN	2.5%	6.2%	21.0%	70.4%
346213	ESTHETICS			42.9%	57.1%
348101	BUILDING SERVICE WORKER	8.0%	1.6%	26.8%	70.9%
348102	BUILDING SERVICE WORKER (SPECIAL NEEDS PROGRAM)			50.0%	50.0%
348502	SHOE REPAIR & SHOP MANAGEMENT			28.6%	71.4%
351401	COMPUTER GRAPHICS TECHNICIAN		5.6%	27.8%	66.7%
421401	PRACTICAL NURSING		2.9%	42.9%	54.3%
421404	LICENSED PRACTICAL NURSE REFRESHER		4.5%	72.7%	22.7%
421501	NURSING AIDE	8.0%	1.5%	28.8%	68.9%
421503	LONG TERM CARE AIDE UPGRADE			35.5%	64.5%
421507	MEDICAL LAB ASSISTANT		11.3%	50.9%	37.7%
424201	DENTAL ASSISTING	2.2%	1.1%	47.3%	49.5%
426001	CARE OF THE MENTALLY FRAGILE GERIATRIC (PSY-GER)			No sufficient data	
426002	ACTIVITY AIDE			No sufficient data	
426004	CARING FOR THE MENTALLY FRAGILE ELDERLY			30.3%	69.7%
428002	HOME SUPPORT AIDE UPGRADE		2.4%	26.8%	70.7%
432301	DENTAL HYGIENE		10.5%	21.1%	57.9%
432504	DENTURIST			No sufficient data	
517101	JEWELLERY ART AND DESIGN		4.3%	43.5%	47.8%
614301	CAREER AWARENESS			46.7%	53.3%
614302	BASIC FOOD SERVICE WORKER			27.3%	72.7%
614303	FOOD SERVICE CAREERS			No sufficient data	
614401	OFFICE CORE SKILLS			No sufficient data	

Note: 1. The percentages in each service area were computed from postal codes provided by students in the registration forms as their permanent addresses.

2. Students whose postal codes were missing are not included .

3. Students are counted only once regardless of the number of courses they took.

4. Programs in shaded areas served students from other provinces.

BEST COPY AVAILABLE

Appendix II - Operating Space

City Centre

SPACE TYPE	CAPACITY	AREA
UNFINISHED, INACTIVE AREA	0	406.8
CLASSROOM	1,010	2217.5
CLASSROOM SUPPORT SERVICE	0	10.5
CLASS-LABORATORY	2,298	8990.3
LAB. SUPPORT SVCS. & NON-CLASS LAB.	140	1101.3
INSTRUCTIONAL SHOP & YARD SVCS.	0	76.0
OFFICE	247	2988.9
OFFICE SERVICE	20	510.8
LIBRARY READING/STUDY SPACE	94	620.4
AUDIO-VISUAL AND EDUC. SUPPORT	39	349.4
ATHLETIC/PHYSICAL EDUCATION	0	107.9
ASSEMBLY AND AUDITORIUM	295	328.0
LECTURE THEATRE & ASSEMBLY SUPPORT SPACE	10	57.6
CAFETERIA, WITH SEATING	720	496.8
MERCHANDISING FACILITIES	0	300.6
ALL OTHER EATING SPACES	206	675.1
CONFERENCE/MEETING AND SERVICE	72	124.3
LOCKER ROOM (SHOP AND STAFF)	1,750	602.6
BUILDING MAINTENANCE AND STORAGE	0	545.4
VEHICLE STORAGE AND SERVICE	0	2675.7
LAUNDRY	0	64.1
HEALTH CARE	0	18.7
BUILDING SERVICE	2	8994.2
TOTAL:	6,903	32262.9

Source: VCC Building Services (Facility Inventory System - MAETT, 1992).

Note: Area is measured by square meter; capacity by number of people.

Appendix II - Operating Space

King Edward Campus

SPACE TYPE	CAPACITY	AREA
CLASSROOM	1,696	3852.2
CLASSROOM SUPPORT SERVICE	4	20.0
CLASS-LABORATORY	266	1013.6
LAB. SUPPORT SVCS. & NON-CLASS LAB.	12	117.0
SPECIAL CLASS & INDIVIDUAL STUDY LAB.	24	186.3
INSTRUCTIONAL SHOP	110	3169.2
INSTRUCTIONAL SHOP & YARD SVCS.	101	1070.9
OFFICE	398	3699.3
OFFICE SERVICE	17	293.8
LIBRARY READING/STUDY SPACE	191	1113.2
REMAINDER LIBRARY SPACE	2	21.3
BUILDING SVCS. AREA IN LIB. COMPLEX	0	25.6
AUDIO-VISUAL AND EDUC. SUPPORT	123	588.9
DAYCARE	0	149.5
ASSEMBLY AND AUDITORIUM	240	355.1
LECTURE THEATRE & ASSEMBLY SUPPORT SPACE	8	62.8
CAFETERIA, WITH SEATING	400	619.9
KITCHEN, NON-TEACHING	0	32.5
BUILDING SVCS. AREA IN FOOD SVCS. AREA	0	4.6
ALL OTHER FOOD SERVICE ROOMS	0	302.9
MERCHANDISING FACILITIES	2	144.9
ALL OTHER EATING SPACES	45	110.1
CONFERENCE/MEETING AND SERVICE	130	335.4
LOCKER ROOM (SHOP AND STAFF)	0	3.2
DATA PROCESSING/COMPUTER	1	16.4
BUILDING MAINTENANCE AND STORAGE	2	654.8
HEALTH CARE	6	58.0
BUILDING SERVICE	0	5750.5
TOTAL:	3,778	23771.9

Source: VCC Building Services (Facility Inventory System - MAETT, 1992).

Note: Area is measured by square meter; capacity by number of people.

Appendix II - Operating Space

Langara Campus

SPACE TYPE	CAPACITY	AREA
CLASSROOM	2,519	4049.1
CLASSROOM SUPPORT SERVICE	0	34.7
CLASS-LABORATORY	657	2432.8
LAB. SUPPORT SVCS. & NON-CLASS LAB.	61	811.3
SPECIAL CLASS & INDIVIDUAL STUDY LAB.	469	1303.3
INSTRUCTIONAL SHOP	347	1506.3
INSTRUCTIONAL SHOP & YARD SVCS.	0	25.2
OFFICE	107	1992.2
OFFICE SERVICE	12	376.6
LIBRARY READING/STUDY SPACE	350	1106.3
STACK SPACE	0	193.4
REMAINDER LIBRARY SPACE	13	342.8
BUILDING SVCS. AREA IN LIB. COMPLEX	0	41.7
READING STUDY, NON-LIBRARY	105	184.2
AUDIO-VISUAL AND EDUC. SUPPORT	17	377.1
ATHLETIC/PHYSICAL EDUCATION	0	1035.6
ANIMAL QUARTERS AND SERVICE	0	44.1
GREENHOUSE AND SERVICE	0	41.4
DAYCARE	38	89.9
CAFETERIA, WITH SEATING	580	766.3
KITCHEN, NON-TEACHING	0	23.7
MERCHANDISING FACILITIES	0	284.8
ALL OTHER EATING SPACES	30	123.1
CONFERENCE/MEETING AND SERVICE	170	329.5
DATA PROCESSING/COMPUTER	17	194.7
BUILDING MAINTENANCE AND STORAGE	0	427.3
HEALTH CARE	13	53.5
BUILDING SERVICE	3	8871.8
TOTAL:	5,508	27062.7

Source: VCC Building Services (Facility Inventory System - MAETT, 1992).

Note: Area is measured by square meter; capacity by number of people.